

# ***Special Education Monitoring Report***

## ***Continuous Improvement Monitoring Process (CIMP)***

### ***Systems monitored 2003-2004 School Year***

#### ***"Findings and Status for each LEA monitored"***

**FINDINGS:** *All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

#### **Alcoa City Schools**

0051

##### General Supervision

- 01 Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

##### General Supervision

- 11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### General Supervision

- 12 Pre-service and in-service training addresses the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities; including those with low incidence disabilities.

##### Early Childhood Transition

- 13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

##### Early Childhood Transition

- 17 "Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.

##### Parent Involvement

- 20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

##### Parent Involvement

- 21 Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

##### FAPE in the LRE

- 36 Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

##### FAPE in the LRE

- 38 Training in positive behavioral interventions is provided to address identified needs.

##### FAPE in the LRE

- 40 Training for implementing LRE is provided to address identified needs.

##### Secondary Transition

- 42 Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

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**Other Requirements**

50 Facilities that serve students with disabilities are comparable & accessible.

***STATUS:***

***Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.***

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**Blount County Schools**

0050

**FAPE in the LRE**

39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Secondary Transition**

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Other Requirements**

50    Facilities that serve students with disabilities are comparable & accessible.

***STATUS:***

*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

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#### **Dayton City Schools**

0721

##### **General Supervision**

- 01    Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

##### **General Supervision**

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### **Early Childhood Transition**

- 13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

##### **Parent Involvement**

- 20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

##### **FAPE in the LRE**

- 34    Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

##### **FAPE in the LRE**

- 38    Training in positive behavioral interventions is provided to address identified needs.

##### **FAPE in the LRE**

- 39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

##### **FAPE in the LRE**

- 40    Training for implementing LRE is provided to address identified needs.

#### ***STATUS:***

***Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.***

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**Decatur County Schools**

0200

Parent Involvement

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

Secondary Transition

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

Secondary Transition

47    Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***STATUS:***

*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

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**Dickson County Schools**

0220

**General Supervision**

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Early Childhood Transition**

- 13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**FAPE in the LRE**

- 26    Children receive timely evaluations including children transitioning from Part C.

**FAPE in the LRE**

- 40    Training for implementing LRE is provided to address identified needs.

**Secondary Transition**

- 47    Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***STATUS:***

*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

***Special Education Monitoring Report  
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**Fentress County Schools**

0250

Early Childhood Transition

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

Secondary Transition

45    Available linkages to transition services providers not affiliated with the LEA increase.

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

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**Gibson County Special Schools**

0275

**Early Childhood Transition**

13     Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Parent Involvement**

20     Results of program improvement activities reflect the identified needs of parents of children with disabilities

**FAPE in the LRE**

26     Children receive timely evaluations including children transitioning from Part C.

**FAPE in the LRE**

27     Children receive timely re-evaluations.

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*



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**Grundy County Schools**

0310

General Supervision

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

Parent Involvement

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

FAPE in the LRE

39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

FAPE in the LRE

40    Training for implementing LRE is provided to address identified needs.

Secondary Transition

44    Is the percentage of youth with disabilities participating in post-secondary activities (e.g. employment, education, etc.) comparable to that of non-disabled students?

Other Requirements

50    Facilities that serve students with disabilities are comparable & accessible.

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

# ***Special Education Monitoring Report***

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#### **Hamblen County Schools**

0320

##### General Supervision

- 11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### Parent Involvement

- 19 Positive results of surveys of parents who participate in program improvement activities, when available, increase.

##### FAPE in the LRE

- 26 Children receive timely evaluations including children transitioning from Part C.

##### FAPE in the LRE

- 27 Children receive timely re-evaluations.

##### FAPE in the LRE

- 29 ESY Services are available across all categories & severalties of disability.

##### FAPE in the LRE

- 32 The \*percentage of children with disabilities, eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday increases.

##### FAPE in the LRE

- 34 Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

##### FAPE in the LRE

- 39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

##### Other Requirements

- 48 Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students

##### Other Requirements

- 49 Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

##### Other Requirements

- 50 Facilities that serve students with disabilities are comparable & accessible.

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**Haywood County Schools**

0380

General Supervision

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

Early Childhood Transition

- 13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

Secondary Transition

- 42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

Other Requirements

- 50    Facilities that serve students with disabilities are comparable & accessible.

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

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**Henry County Schools**

0400

**General Supervision**

02    Eligible youth with disabilities in local juvenile and adult correctional facilities receive FAPE, and are offered the same rights under IDEA as children and youth with disabilities served by public agencies.

**Early Childhood Transition**

18    What is the \* percentage of children leaving Part C services to Part B services who are placed in inclusive pre-school or other integrated settings? {If significant change, it is due to change in formula's from year 1 to year 2.}

**FAPE in the LRE**

38    Training in positive behavioral interventions is provided to address identified needs.

***STATUS:***  
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#### **Kingsport City Schools**

0822

##### **General Supervision**

- 11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### **Early Childhood Transition**

- 13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

##### **Early Childhood Transition**

- 17 "Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.

##### **Parent Involvement**

- 23 Parents are actively involved in decision making for their children

##### **FAPE in the LRE**

- 27 Children receive timely re-evaluations.

##### **FAPE in the LRE**

- 39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

##### **Other Requirements**

- 50 Facilities that serve students with disabilities are comparable & accessible.

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**Lauderdale County Schools**

0490

**Parent Involvement**

19     Positive results of surveys of parents who participate in program improvement activities, when available, increase.

**FAPE in the LRE**

28     Are high school \*completion/exit rates (%) for children with disabilities comparable to completion rates for non-disabled children?  
Completion = G.E.D. a Certificate of Attendance, or a Sp. Ed. Diploma.

**Secondary Transition**

42     Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Other Requirements**

48     Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students

***STATUS:***  
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**Maury County Schools**

0600

Early Childhood Transition

13      Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

Parent Involvement

23      Parents are actively involved in decision making for their children

FAPE in the LRE

36      Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

Secondary Transition

42      Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

Other Requirements

50      Facilities that serve students with disabilities are comparable & accessible.

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**McNairy County Schools**

0550

**General Supervision**

11     Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**FAPE in the LRE**

27     Children receive timely re-evaluations.

**FAPE in the LRE**

36     Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

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**Meigs County Schools**

0610

General Supervision

01    Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

General Supervision

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

Early Childhood Transition

13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

FAPE in the LRE

39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

FAPE in the LRE

40    Training for implementing LRE is provided to address identified needs.

Secondary Transition

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

Other Requirements

50    Facilities that serve students with disabilities are comparable & accessible.

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**Milan Special Schools**

0272

**General Supervision**

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Early Childhood Transition**

- 13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Parent Involvement**

- 20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Secondary Transition**

- 42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***STATUS:***

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**Monroe County Schools**

0620

Secondary Transition

42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

***STATUS:***

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**Montgomery County Schools**

0630

**General Supervision**

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**FAPE in the LRE**

- 28    Are high school \*completion/exit rates (%) for children with disabilities comparable to completion rates for non-disabled children?  
Completion = G.E.D. a Certificate of Attendance, or a Sp. Ed. Diploma.

**Secondary Transition**

- 46    Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

**Secondary Transition**

- 47    Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***STATUS:***

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**Murfreesboro City Schools**

0751

**General Supervision**

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Early Childhood Transition**

- 13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**Parent Involvement**

- 20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

**FAPE in the LRE**

- 26    Children receive timely evaluations including children transitioning from Part C.

**FAPE in the LRE**

- 33    Positive response to teacher and parent satisfaction surveys, when available, increase.\*

**FAPE in the LRE**

- 39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

***STATUS:***  
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**Rhea County Schools**

0720

**Early Childhood Transition**

- 13    Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

**FAPE in the LRE**

- 34    Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

**FAPE in the LRE**

- 36    Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?

**FAPE in the LRE**

- 38    Training in positive behavioral interventions is provided to address identified needs.

**FAPE in the LRE**

- 40    Training for implementing LRE is provided to address identified needs.

**Secondary Transition**

- 45    Available linkages to transition services providers not affiliated with the LEA increase.

***STATUS:***

*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

# *Special Education Monitoring Report*

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#### **Richard City Schools**

0581

##### General Supervision

01 Are efforts for "child find," "evaluation," and "provision of services," coordinated? (through interagency joint agreements and other mechanisms?)

##### General Supervision

11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### Parent Involvement

20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

##### Parent Involvement

23 Parents are actively involved in decision making for their children

##### FAPE in the LRE

38 Training in positive behavioral interventions is provided to address identified needs.

##### Secondary Transition

46 Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

##### Other Requirements

50 Facilities that serve students with disabilities are comparable & accessible.

**STATUS:**  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*



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**Robertson County Schools**

0740

**General Supervision**

- 11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Parent Involvement**

- 19    Positive results of surveys of parents who participate in program improvement activities, when available, increase.

**FAPE in the LRE**

- 32    The \*percentage of children with disabilities, eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday increases.

**FAPE in the LRE**

- 39    Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

**Secondary Transition**

- 42    Is the\* percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?

**Other Requirements**

- 49    Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

***STATUS:***  
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**Shelby County Schools**

0790

**FAPE in the LRE**

26    Children receive timely evaluations including children transitioning from Part C.

**FAPE in the LRE**

27    Children receive timely re-evaluations.

**Other Requirements**

48    Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students

**Other Requirements**

49    Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

***STATUS:***  
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#### **Sullivan County Schools**

0820

##### General Supervision

- 11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### Early Childhood Transition

- 13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

##### Early Childhood Transition

- 17 "Opportunities" for community based services for children exiting Part C and not eligible for Part B, increase as a result of ongoing program evaluation and systems capacity building.

##### Parent Involvement

- 21 Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

##### FAPE in the LRE

- 29 ESY Services are available across all categories & severalties of disability.

##### FAPE in the LRE

- 39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

##### Secondary Transition

- 45 Available linkages to transition services providers not affiliated with the LEA increase.

##### Secondary Transition

- 46 Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

##### Secondary Transition

- 47 Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

##### Other Requirements

- 50 Facilities that serve students with disabilities are comparable & accessible.

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#### **Sweetwater City Schools**

0621

##### **General Supervision**

- 11 Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

##### **Early Childhood Transition**

- 13 Transition training is provided jointly to Parts B & C providers and parents in response to their identified needs (Training's, not 90-day meetings)

##### **Parent Involvement**

- 20 Results of program improvement activities reflect the identified needs of parents of children with disabilities

##### **Parent Involvement**

- 21 Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

##### **Parent Involvement**

- 22 Parents and staff are appropriately informed about parental rights and responsibilities

##### **Parent Involvement**

- 23 Parents are actively involved in decision making for their children

##### **FAPE in the LRE**

- 26 Children receive timely evaluations including children transitioning from Part C.

##### **FAPE in the LRE**

- 29 ESY Services are available across all categories & severalties of disability.

##### **FAPE in the LRE**

- 34 Do children with disabilities participate in and progress in the general curriculum or pre-school children participate in appropriate activities?

##### **FAPE in the LRE**

- 39 Appropriate functional behavior assessments and behavior plans provided to children with disabilities (as needed) increase.\*

##### **Secondary Transition**

- 46 Do children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study?

***Special Education Monitoring Report  
Continuous Improvement Monitoring Process (CIMP)  
Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"***

***STATUS:***

***Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.***

***Special Education Monitoring Report  
Continuous Improvement Monitoring Process (CIMP)  
Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"***

***FINDINGS:***        *All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Trousdale County Schools**

0850

**Parent Involvement**

20     Results of program improvement activities reflect the identified needs of parents of children with disabilities

**Parent Involvement**

21     Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

**Secondary Transition**

47     Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***STATUS:***

*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

***Special Education Monitoring Report  
Continuous Improvement Monitoring Process (CIMP)  
Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"***

***FINDINGS:***        *All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Tulahoma City Schools**

0162

**General Supervision**

04    Participation in and performance on statewide assessments by students with disabilities in LEA's, out of district placements (contracts), or state operated programs (WTSD, TSB, TSD) increases. (Respond only on the agency you are representing)

**Early Childhood Transition**

18    What is the \* percentage of children leaving Part C services to Part B services who are placed in inclusive pre-school or other integrated settings? {If significant change, it is due to change in formula's from year 1 to year 2.}

**FAPE in the LRE**

41    All placement options are available to meet the individual needs of children with disabilities.

**Secondary Transition**

45    Available linkages to transition services providers not affiliated with the LEA increase.

**Other Requirements**

50    Facilities that serve students with disabilities are comparable & accessible.

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*



***Special Education Monitoring Report  
Continuous Improvement Monitoring Process (CIMP)  
Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"***

***FINDINGS:***        *All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Washington County Schools**

0900

General Supervision

11    Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

Parent Involvement

19    Positive results of surveys of parents who participate in program improvement activities, when available, increase.

Parent Involvement

20    Results of program improvement activities reflect the identified needs of parents of children with disabilities

Parent Involvement

23    Parents are actively involved in decision making for their children

Parent Involvement

24    Do parents participate in the local self-assessment process, advisory panels, steering committees, etc.?

Secondary Transition

47    Do youth with disabilities, beginning at age 14 or younger, if appropriate participate in transition planning.

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

***Special Education Monitoring Report  
Continuous Improvement Monitoring Process (CIMP)  
Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"***

***FINDINGS:***        *All areas below have been identified as requiring improvement. The system has written a plan of improvement to address each area.*

**Weakley County Schools**

0920

**General Supervision**

11     Pre-service (i.e. for student interns & practicum students) and in-service training address identified needs. (Response should be based on how needs identified)

**Parent Involvement**

20     Results of program improvement activities reflect the identified needs of parents of children with disabilities

***STATUS:***  
*Corrective/Improvement Actions to be reviewed/validated and or sanctioned during the 04'-05' school year.*

***Special Education Monitoring Report  
Continuous Improvement Monitoring Process (CIMP)  
Systems monitored 2003-2004 School Year  
"Findings and Status for each LEA monitored"***